

Challenges of Ski Learning in The Modern Era: The Gap Between Teaching Methods and Student Interest at Ar-Rahman Madrasah School

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Abstract

Learning the History of Islamic Culture (SKI) faces various challenges in modern education, especially those related to the mismatch between teaching methods and student interests. This research uses a library research methodology to investigate the current state of Islamic cultural history teaching, aiming to identify and analyze factors that contribute to the gap between pedagogical approaches and student engagement. The study examines relevant literature, including scholarly articles, books, and educational studies concerning SKI learning, teaching strategies, student motivation, and the integration of technology in education. One significant challenge lies in the differences between traditional teaching methodologies and the dynamic learning preferences of today's students. Conventional approaches often rely heavily on lectures, rote memorization, and passive learning activities, while modern students tend to prefer learning environments that are interactive, collaborative, experiential, and integrated with digital technology. This mismatch between pedagogical strategies and student expectations can lead to decreased motivation, limited classroom participation, and difficulties in understanding the historical, cultural, and moral values contained in Islamic history. The findings indicate that improving SKI learning requires methodological innovation and a more adaptive curriculum framework. Teachers need to implement student-centered learning approaches that combine interactive pedagogy, multimedia resources, digital platforms, storytelling, discussion, project-based learning, and experiential activities. The integration of relevant technology can make historical materials more contextual, engaging, and meaningful for students. Furthermore, teachers should connect historical events with contemporary issues and students' daily experiences. Such strategies are expected to enhance student interest, active participation, critical thinking, and understanding of Islamic cultural history. Therefore, innovation in SKI teaching is essential to bridge the gap between traditional pedagogical practices and the learning characteristics of students in the modern era.

INTRODUCTION

When discussing history, many children and adolescents today have limited knowledge of historical events, including the history of Islam. In fact, Islamic history contains numerous important events that provide valuable knowledge and lessons for Islamic education. These include the struggles of the Prophet Muhammad (peace be upon him) in spreading Islam, the victories achieved by Muslims, various battles fought to defend the Islamic community, and the contributions of prominent Muslim figures throughout history. The scope of Islamic history is extensive, encompassing struggles, governance, the spread and expansion of Islam, the contributions of influential figures, and the development and decline of Muslim civilization in various fields, including education, politics, economics, and warfare (Sunhaji, 2022).

Islamic history is an important component of Islamic religious education because it helps students understand the historical processes that shaped the development of Islamic civilization. The subject of Islamic Cultural History (*Sejarah Kebudayaan Islam/SKI*) is a compulsory subject taught in Islamic educational institutions, including *Madrasah Ibtidaiyah* (MI), *Madrasah Tsanawiyah* (MTs), and *Madrasah Aliyah* (MA). Through SKI learning, students are expected to recognize, understand, appreciate, and internalize the historical development of Islamic civilization and the values contained within it.

However, students' interest in history lessons has increasingly declined. Islamic Cultural History is often perceived as a boring subject because it contains extensive narratives, names, dates, places, and historical events that students are expected to read and memorize. Many students perceive history as merely an activity of memorizing dates and names rather than as a meaningful learning experience. The large amount of instructional material can also become a burden for students. Consequently, SKI learning may become less attractive, particularly when teachers rely primarily on conventional lecture and storytelling methods without incorporating interactive learning strategies.

The problem becomes more significant when teaching methods fail to correspond with the characteristics and learning preferences of modern students. Today's students are increasingly familiar with digital technology, visual media, interactive platforms, and collaborative learning environments. Therefore, teaching SKI exclusively through verbal explanations and textbook-based activities may cause students to lose concentration, become passive, feel bored, and experience difficulties in understanding historical events and their relevance to contemporary life.

For this reason, teachers who teach SKI need to possess a comprehensive understanding of both the subject matter and appropriate pedagogical approaches. Effective teachers should be able to present historical materials in an interesting, contextual, and meaningful manner that accommodates students' needs and characteristics. Teachers also need to understand contemporary educational perspectives and integrate appropriate technology into the learning process. The use of multimedia presentations, historical videos, digital timelines, interactive discussions, project-based learning, storytelling techniques, and other student-centered approaches can potentially increase students' motivation and engagement in learning SKI.

Furthermore, SKI learning should not merely emphasize the memorization of historical facts. It should encourage students to critically examine historical events, understand the values and lessons contained in them, and relate those lessons to contemporary social and educational contexts. In this sense, history is not simply a study of the past; rather, it is a means of understanding the present and preparing students to face the future. Meaningful historical learning can help students develop historical awareness, critical thinking, moral values, and appreciation for Islamic civilization.

Based on this background, this article discusses the factors contributing to the declining interest of students in Islamic Cultural History learning, particularly the mismatch between conventional teaching methods and the characteristics of modern students. It also examines the impact of declining student interest on the learning process and the role of teachers in addressing this problem. Finally, the article proposes methodological alternatives that can be applied to make SKI learning more engaging, interactive, contextual, and relevant to students' lives. Through appropriate pedagogical innovation, SKI is expected to become not merely a subject requiring memorization but a meaningful learning experience that enables students to understand, appreciate, and apply the historical values of Islamic civilization in the modern era.

METHODOLOGY

This study employs a library research approach, also known as literature-based research, which utilizes various sources available in libraries and academic databases to investigate and address the research problem. The sources include books, peer-reviewed journal articles, scientific publications, research reports, and other relevant academic materials related to Islamic Cultural History (SKI) learning, student interest, teaching methods, and educational innovation. The use of library research enables the researcher to examine existing concepts, findings, and theoretical perspectives systematically without conducting direct field observations.

The data analysis process is conducted through several stages, including data reduction, data presentation, and conclusion drawing. The first stage involves identifying and defining the main concepts and issues relevant to the research objectives. The researcher then collects relevant literature and selects sources based on their relevance, credibility, and contribution to the research topic. The collected information is subsequently sorted and reduced by eliminating irrelevant or repetitive data and organizing the remaining information into categories that support the research focus.

After the categorization process is completed, the data are interpreted descriptively and analytically. The analysis focuses on three main aspects: the factors contributing to the decline in students' interest in Islamic Cultural History learning, the effects of declining interest on both students and teachers, and alternative teaching methods or solutions that can make SKI learning more engaging and meaningful. Through this process, the study seeks to identify patterns and relationships among the findings presented in the literature.

This research adopts a qualitative descriptive orientation. Qualitative research emphasizes a comprehensive understanding of phenomena based on textual and contextual information rather than numerical measurements. Therefore, the findings are presented descriptively through systematic explanations, interpretations, and comparisons of relevant literature. This approach allows the researcher to develop a deeper understanding of the challenges and possible solutions for improving SKI learning in the modern educational context.

DISCUSSION

Definition of Islamic Cultural History (SKI)

The term *history* is widely used in education and in society. The word *history* has various linguistic origins and interpretations. In Arabic, the term is commonly associated with the word *shajarah*, which means “tree” or “family tree,” referring to lineage and genealogical records. In English, history is derived from the term *history*, which is related to the Latin and Greek terms *istor* or *historia*, referring to inquiry, knowledge, or an account of past events. In Indonesian, the concept of history has been influenced by the Malay term *shajarah*, which is associated with genealogy, chronicles, dates, myths, legends, and accounts of past events. Meanwhile, the German term *Geschichte* refers to history or events that have occurred and is related to the concept of something that happens or takes place.

Terminologically, history can be understood as a series of past events encompassing the various experiences of human beings. History is also regarded as a discipline that explains events in human life and examines changes that occur as a result of interactions between individuals, communities, and societies. Thus, history generally refers to events that have taken place in the past and provides a means of understanding human experiences across different periods. Historiography, in turn, refers to the study of how historical events are recorded, interpreted, and understood, including the development of human thought and behavior within particular historical contexts of time and space.

The concept of culture has also been interpreted in various ways. Some scholars equate culture with civilization, while others associate it primarily with art, traditions, or human creativity. The term *culture* is derived from the Sanskrit concept *buddhaya*, the plural form of *buddhi*, meaning intellect, reason, or human consciousness. According to Ki Hajar Dewantara, culture represents the result of human struggle in interacting with nature, society, and the conditions of time. Meanwhile, Sidi Gazalba explains culture as a way of thinking and feeling shared by a group of people who form a social unit within a particular spatial and temporal context (Ibrahim, 2009).

Based on these perspectives, culture can be understood as the product of human thought, creativity, values, and actions that develops within a particular social environment. Culture encompasses both tangible and intangible forms that can be observed, experienced, and transmitted

from one generation to another. In other words, human beings are the creators, preservers, and transmitters of culture. Therefore, Islamic Cultural History (SKI) can be understood as the study of the historical development of Islamic civilization, including the ideas, traditions, institutions, achievements, struggles, and contributions of Muslims throughout different periods. Learning SKI is therefore not merely about memorizing historical facts but also about understanding the values, experiences, and lessons contained within the development of Islamic civilization.

Etymologically, the term *Islam* is derived from the Arabic word *al-Islam*, which is associated with meanings such as submission, obedience, peace, and security. The term is closely related to the Arabic root *s-l-m*, which conveys the meanings of peace, safety, submission, and surrender. In the religious context, Islam refers to complete submission and obedience to Allah, accompanied by sincerity of heart and faith in the fundamental teachings revealed by Allah through His prophets and messengers, culminating in the message delivered by Prophet Muhammad (peace be upon him). Islam is therefore understood as a monotheistic religion that regulates both spiritual and material aspects of human life and seeks to establish a balance between worldly needs and preparation for the hereafter (Mahasinah, 2016).

Based on this understanding, Islamic Cultural History can be defined as a record and study of past events related to the development of Islamic culture and civilization. Islamic Cultural History provides knowledge about the experiences, achievements, struggles, and contributions of Muslims throughout history. Through the study of Islamic culture, past events can be transformed into sources of knowledge, reflection, inspiration, and motivation for contemporary life. Therefore, learning Islamic Cultural History is not limited to understanding historical events but also involves extracting values and lessons that remain relevant to present and future generations.

Scope of Islamic Cultural History (SKI) Learning

Islamic Cultural History (SKI) learning is an educational process that encourages students to understand, appreciate, and internalize the development of Islamic culture and civilization. It contributes to the formation of students' perspectives and character through historical knowledge, exemplary figures, educational experiences, and the values embodied in Islamic civilization. In the context of SKI learning, the subject has several important functions, including informative, scientific, and transformative functions (Arifmiboy, 2023).

The curriculum explains that the scope of Islamic Cultural History learning encompasses several important aspects. First, SKI introduces students to the fundamental principles, values, and norms established and exemplified by Prophet Muhammad (peace be upon him), which contributed to the development of Islamic culture and civilization. Understanding these principles is expected to increase students' awareness of the historical foundations of Islamic civilization and the values that can be applied in everyday life.

Second, SKI learning emphasizes the importance of understanding time and historical context. Students are encouraged to recognize the relationship between the past, present, and future. By studying historical developments, students can understand how past events influenced contemporary conditions and how historical experiences can provide valuable lessons for building a better future.

Third, the study of Islamic Cultural History aims to provide students with knowledge and develop their ability to understand and appreciate important events in Islamic history. Students are expected to learn from prominent Islamic figures and relate historical developments to various aspects of human life, including society, culture, politics, economics, science, technology, and the arts (Fachrudinl, 2023).

From this perspective, the scope of Islamic Cultural History can be viewed as an important foundation for developing students' Islamic character and historical awareness. A believer is not only expected to understand the historical development of Islam but also to appreciate the values, attitudes, and exemplary behavior demonstrated by Islamic figures throughout history. Consequently, SKI learning should connect historical knowledge with students' contemporary experiences so that the lessons of Islamic civilization can become relevant sources of moral guidance, intellectual development, and social responsibility both physically and spiritually, with balanced spiritual and intellectual development, noble character, and the competencies necessary to contribute positively to themselves, society, and the promotion of tolerance.

RESULTS

Factors Contributing to the Decline in Students' Interest in Learning Islamic Cultural History (SKI) at Ar-Rahman Madrasah

Learning Islamic Cultural History (SKI) requires students to have a relatively strong ability to memorize, as the subject contains numerous names, dates, years, and historical events that need to be remembered accurately. This condition can create difficulties for students who experience challenges in reading and for those with limited memorization skills and memory capacity. Such difficulties may reduce students' interest in learning SKI. However, students' declining interest cannot be attributed solely to the memorization demands of the subject. Several other factors also contribute to students' lack of interest in learning Islamic Cultural History, as described below.

1. Low Student Learning Interest

Interest refers to an individual's tendency or inclination to engage in a particular activity. In the context of SKI learning, many students tend to experience boredom and demonstrate low interest in the subject. One of the contributing factors is the extensive content presented in each chapter, which may make the material seem lengthy and less attractive to students. In addition, monotonous teaching practices can further reduce students' enthusiasm. When teachers primarily deliver material through conventional explanations without incorporating engaging activities or learning experiences, students may become less motivated to participate actively in SKI lessons (al., 2020).

Low learning interest can influence students' willingness to read, participate in classroom discussions, complete assignments, and explore historical materials independently. Therefore, the presentation of SKI materials needs to be adjusted to students' characteristics and learning preferences so that historical content becomes more accessible, meaningful, and engaging.

2. Lack of Learning Motivation

Teachers, as educators, have an important role in encouraging and motivating students to learn in order to achieve the intended learning objectives. Motivation is an important factor that influences students' willingness to participate in learning activities. When adequate motivation is not provided during the learning process, students may experience low levels of knowledge and limited understanding of the subject matter, particularly in SKI.

Low motivation can subsequently affect students' academic achievement because students who lack enthusiasm for learning are less likely to actively engage with the material. This condition may result in limited understanding and unsatisfactory learning outcomes. Therefore, teachers need to continuously provide encouragement, guidance, appreciation, and meaningful learning experiences throughout the teaching and learning process (Emda, 2017). In SKI learning, motivation can be strengthened by connecting historical events with students' everyday lives, presenting exemplary figures, and demonstrating the relevance of historical values to contemporary issues.

3. Student Boredom During SKI Learning

Boredom is a common experience that students may encounter during the learning process. In SKI learning, boredom can occur when students repeatedly encounter lengthy materials, memorization-oriented activities, and monotonous teaching methods. Persistent boredom may reduce students' concentration, participation, and willingness to engage with learning activities. Student boredom can be influenced by several factors, including physical, psychological, and environmental conditions.

a. Physical Factors

Physical factors originate from the student's physical condition during the teaching and learning process. Students may experience physical fatigue as a result of various activities performed before or during the learning process. Physical exhaustion can reduce students' concentration and make them less responsive to classroom activities. As a result, students may feel bored, become reluctant to complete assignments, lose their enthusiasm for learning, and pay less attention to the teacher's explanation.

Fatigue can also affect students' ability to process and retain information. When students are physically tired, they may find it difficult to concentrate on lengthy historical narratives and memorize names, dates, and important events. Consequently, physical fatigue can contribute indirectly to a decline in students' interest in SKI learning. Teachers therefore need to consider students' physical conditions and create varied, interactive, and appropriately paced learning activities to maintain students' attention and engagement. An inadequate intake of nutritious food may cause the body to

become physically weak and lethargic, resulting in decreased energy levels, concentration, and mental alertness during the learning process (Aripin, 2022).

b. Psychological Factors

Students' psychological conditions can be one of the main causes of boredom during learning. Adolescence is a developmental period in which various psychological and emotional challenges may emerge. Continuous exposure to monotonous learning activities and subjects that students perceive as less interesting can contribute to boredom and psychological fatigue. In the context of SKI learning, prolonged boredom may reduce students' concentration, motivation, and ability to engage effectively with the learning materials (Fauziyah, 2013).

c. Lack of Educational Facilities and Infrastructure

Educational facilities are resources that directly support the teaching and learning process, while educational infrastructure refers to facilities that indirectly contribute to the effectiveness of classroom learning. Adequate facilities and infrastructure are important components in creating a comfortable and supportive learning environment. However, some schools still face limitations in providing facilities that support SKI learning.

Several limitations include an inadequate number of projectors and limited reference books on Islamic Cultural History in school libraries. In addition, classroom environmental conditions may also affect students' learning comfort. For example, inadequate ventilation or the absence of sufficient air-conditioning facilities can cause classrooms to become excessively hot, making students uncomfortable and reducing their concentration during lessons. These limitations in educational facilities and infrastructure can contribute to declining student interest and participation in SKI learning (Muhtar Luthfie Al Anshory, 2020).

By identifying these factors, schools and teachers are expected to develop more effective strategies to improve students' interest and engagement in SKI learning. Teachers can increase students' motivation through more varied and interactive teaching methods, while schools can improve the availability and quality of learning facilities. These efforts are expected to strengthen students' understanding of SKI materials, create a more comfortable learning environment, and improve the overall effectiveness of the learning process.

The Impact of Declining Student Interest in Islamic Cultural History (SKI) Learning at Ar-Rahman Madrasah

Students often demonstrate different levels of interest across subjects. Some students may show low motivation and participation in one particular subject while being highly active and enthusiastic in another. This condition reflects differences in individual learning interests, which are an important factor influencing the success of the teaching and learning process at school (Rahmayanti, 2016). Students have different abilities, preferences, learning styles, and levels of motivation. Therefore, expecting all students to demonstrate the same level of interest in every subject may not be realistic.

In the context of Islamic Cultural History (SKI), students who perceive the subject as difficult, monotonous, or overly focused on memorization may develop low levels of interest. When students lack interest in SKI, they may become passive during classroom activities, pay less attention to explanations, participate less in discussions, and demonstrate limited willingness to complete assignments. This condition can ultimately affect their understanding and academic achievement.

Declining interest in SKI may also have broader consequences for students' historical awareness and appreciation of Islamic civilization. If students perceive Islamic history merely as a collection of names, dates, and events that must be memorized, they may fail to recognize the moral, social, cultural, and educational values contained within historical experiences. Consequently, the learning objectives of SKI may not be achieved optimally.

From the teachers' perspective, low student interest can make the learning process more challenging. Teachers may need to invest additional effort in maintaining students' attention, encouraging classroom participation, and explaining materials in ways that are easier to understand. Therefore, declining student interest should be addressed through appropriate pedagogical strategies that take into account students' characteristics, interests, and contemporary learning preferences.

Studying Islamic Cultural History provides students with various benefits, including knowledge of the historical development of Islam, the Golden Age of Islamic civilization, and numerous significant events that contributed to the development of Islamic civilization (Utami, 2022).

Understanding these historical developments enables students to recognize the intellectual, cultural, scientific, and social contributions of Muslims throughout history.

Interest refers to an individual's attraction or inclination toward something that generates enjoyment and willingness to engage in a particular activity. Learning interest can be understood as a student's enthusiasm, active involvement, and participation in learning activities, accompanied by an awareness of the importance and benefits of learning (Utami, 2022). In the context of SKI learning, however, students' interest in studying history, particularly Islamic Cultural History, has begun to decline. One factor contributing to students' boredom is the monotonous way in which teachers present the learning materials. When teachers rely heavily on textual explanations without utilizing appropriate learning media or varied instructional methods, students may become passive and less enthusiastic about participating in the learning process.

The lack of student interest in Islamic Cultural History can result in several negative impacts, including:

1. Limited Understanding of Islamic Cultural Heritage and Values

Students who have little interest in studying Islamic history may have limited understanding of Islamic cultural heritage, including its values, traditions, practices, and contributions to human civilization. If students lack interest in historical learning, fewer of them may develop an awareness of and willingness to preserve the cultural and moral heritage inherited from previous generations.

2. Limited Understanding of World History

A lack of interest in history can also result in limited understanding of world history. Islamic Cultural History has played an important role in the development of knowledge, science, art, education, and civilization. Therefore, students who do not understand Islamic history may miss important historical connections between Islamic civilization and the broader development of world civilization.

3. Limited Understanding of Social and Political Contexts

Another consequence is students' limited ability to understand historical social and political contexts. Historical knowledge provides an important foundation for analyzing social change, political developments, cultural interactions, and relationships between civilizations. Without sufficient historical understanding, students may experience difficulties in analyzing contemporary global issues and recognizing the historical factors that have shaped them.

Overall, low student interest in learning can negatively affect students themselves. It may lead to boredom, fatigue, drowsiness, lack of concentration, and reduced attention to the materials presented by teachers. Therefore, educators need to play an active role in improving the quality of SKI learning by transforming monotonous teaching methods into more interactive and engaging learning experiences. Teachers can encourage interaction between teachers and students, organize outdoor or contextual learning activities, and develop instructional media that are directly related to Islamic Cultural History materials. Such approaches can make historical learning more meaningful and encourage students to become active participants in the learning process.

Attractive Teaching Method Solutions for Islamic Cultural History (SKI)

Most history teachers at Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) continue to use traditional teaching methods, such as lectures, question-and-answer sessions, and group discussions. These methods have become part of established educational practices and are widely used because some teachers have limited knowledge or experience regarding alternative and innovative teaching approaches. However, several history teachers have begun introducing more interactive learning methods, including role-playing, simulations, and the use of visual learning media.

Teachers who have implemented these approaches generally report that students demonstrate greater enthusiasm and participation during the learning process. Interactive methods allow students to experience historical events more directly and encourage them to engage with the material rather than simply memorize information. Role-playing, for example, enables students to portray historical figures and understand historical events from different perspectives. Simulations can also help students visualize historical situations and develop a deeper understanding of the social and cultural contexts surrounding particular events.

The use of visual media, such as historical images, maps, timelines, videos, digital presentations, and interactive learning platforms, can further support students' understanding. These media can transform abstract historical information into more concrete and engaging learning experiences.

Therefore, combining conventional methods with interactive strategies and technology-based learning media can be an effective alternative for increasing students' interest in SKI learning. This method is highly effective in stimulating students' interest and providing a deeper understanding of the learning materials (Nurul Istiqomah, 2023).

Engaging Learning Management Methods for Islamic Cultural History (SKI)

Several teaching methods can be implemented to make Islamic Cultural History (SKI) learning more engaging and attractive to students, including the following:

1. Interactive Approach

a. Group Discussion Method

The discussion method is a teaching approach in which students are presented with a particular problem or issue to be addressed (Afifah, 2014). Through this method, students are encouraged to solve problems collaboratively by discussing them with their group members and exchanging ideas. Group discussions provide opportunities for students to express their opinions, listen to different perspectives, and develop critical thinking and problem-solving skills. In the context of SKI learning, this method can encourage students to actively explore historical events and understand the values and lessons contained within them.

b. Role-Playing Method

History learning through role-playing places greater emphasis on students' experiences and skills. In this method, students assume particular characters and express the attitudes, feelings, ideas, and perspectives associated with those characters. Role-playing provides significant benefits because it allows students to communicate their ideas and express themselves more freely. This approach can also reduce students' dependence on conventional lecture-based learning, which may cause them to perceive history as a monotonous subject (Munasih, 2023). Through role-playing, historical events can be presented in a more concrete, engaging, and meaningful manner, enabling students to experience historical situations rather than merely read about them.

c. Question-and-Answer Method

The question-and-answer method, according to Syahraini Tambak and Abuddin Nata, is a method of presenting learning materials through questions addressed to students. Darwyan Syah and Syahraini Tambak describe this approach as a teaching method in which teachers ask questions and students provide answers. Meanwhile, Ramayulis and Syahraini Tambak explain that the question-and-answer method involves teachers posing questions related to learning materials or reading materials while taking into consideration students' thinking processes (M. Yusuf Ahmad, 2017).

Therefore, the question-and-answer method can be understood as an interactive teaching approach in which teachers pose questions that students are expected to answer, while students are also given opportunities to ask questions about learning materials that they have not yet understood. In SKI learning, this method can encourage students to participate actively, improve their concentration, and strengthen their understanding of historical events and the values associated with them.

2. Project-Based Learning

a. Independent Research

Teachers can encourage students to select topics related to Islamic Cultural History that are relevant to their interests and conduct independent research. This approach allows students to become personally engaged with the learning materials while developing their ability to search for, analyze, and present historical information. Independent research can also broaden students' understanding of Islamic history by encouraging them to explore historical events, figures, cultures, and civilizations from various perspectives.

b. Concept Mapping

The concept map method involves presenting learning materials in the form of interconnected concepts, ideas, events, or important figures. In SKI learning, concept maps can help students organize historical information systematically and understand the relationships between one event and another. This method also makes complex historical materials easier to understand and remember because students can visualize the connections among key concepts and events.

3. Technology-Based Learning

The use of technology in learning can further motivate students because it connects the learning process with technologies that they encounter in their daily lives. In an increasingly modern era, teachers can utilize available technological resources as part of the learning process, such as

documentary videos, educational websites, and interactive applications. These resources can be designed with attractive layouts, colors, and visual elements and specifically developed to present information about Islamic Cultural History in a way that is accessible and easy for students to understand.

Technology-based learning can make historical materials more interesting and less monotonous. Through visual and interactive resources, students can gain a more concrete understanding of historical figures, events, and the development of Islamic civilization. Therefore, technology can serve not only as a supporting tool but also as a medium for creating a more engaging and student-centered SKI learning environment.

CONCLUSION

Islamic Cultural History is an important part of the world's cultural heritage and has influenced various aspects of human life. However, in the modern era, learning Islamic Cultural History has become increasingly complex. It is important to recognize that Islamic Cultural History is not merely a chronological sequence of historical events, but also encompasses a rich intellectual, artistic, and social heritage. Nevertheless, current teaching practices tend to be less engaging for students, particularly at a time when technology and digital media have become an integral part of everyday life.

One of the major challenges in learning Islamic Cultural History is the gap between conventional teaching methods and students' interests, which are increasingly oriented toward technology and digital media. Most SKI teaching practices remain dominated by passive approaches, such as lectures and text-based learning, which may no longer adequately correspond to the preferences and learning styles of modern students. Therefore, innovation in the teaching of Islamic Cultural History is necessary to create learning experiences that are more engaging, relevant, and meaningful for students. The integration of technology, including multimedia, interactive games, and online learning platforms, can help increase student engagement and enrich their learning experiences.

Addressing the challenges of Islamic Cultural History learning in the modern era requires innovative, inclusive, and student-centered approaches. Such approaches can provide students with opportunities to actively participate in the learning process while connecting historical knowledge with contemporary technological developments. By implementing appropriate and engaging learning strategies, teachers can foster students' interest in Islamic history and help them recognize the significance of its cultural, intellectual, artistic, and social heritage. In this way, the richness of Islamic cultural heritage can remain relevant, meaningful, and appreciated by future generations.

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